



1997-98 KIRIS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 8 – Arts and Humanities

The **academic expectation** addressed by the open-response item “School Art” are

- 2.23 Students analyze their own and other’s artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and contributions of the arts and humanities.

The **core content** assessed by this item includes

Visual Arts: Skills and Knowledge

Art Processes

Two-Dimensional

Three-Dimensional

Purposes of Art

Visual Arts: Creating/Performing

Select a variety of art media, processes, and subject matter to communicate ideas, feelings, experiences, and stories.

School Art

You are in charge of buying a work of visual art for your middle school that will represent the character of the school and the community it serves. The work of art will be placed where all students, teachers, parents, and visitors will see it.

- a. Identify what art form (e.g., painting, collage, sculpture, ceramics) you would choose.
- b. Explain **two** characteristics of that art form and how it would be a good choice to represent the school and its character.



SCORING GUIDE

Grade 8 Arts and Humanities

Score	Description
4	Student identifies form chosen and explains clearly and thoroughly two characteristics of the selected form of art and how it would be a good choice to represent the school and its character.
3	Student identifies form chosen and explains two characteristics of the selected form of art. Characteristics may be personal rather than artistic. The explanation lacks some clarity. OR Student identifies chosen art form and explains one characteristic in depth and one general.
2	Student identifies form chosen and explains two characteristics in a general or limited way or explains only one characteristic well.
1	Student identifies art form chosen with one characteristic explained in a general, minimal, or incorrect way.
0	Response is totally incorrect or irrelevant.
Blank	No response.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts and Humanities

Sample 4-Point Response of Student Work

Student Response

Art can be used to represent all types of feelings and emotions. From a gentle landscape to a bizarre impressionistic work, anything can be said through art.

A If I was sent to buy an artwork that represents my school and community I would choose a painting. I feel it is easier for me to express my feelings on canvas rather than out of rock or clay.

B Several characteristics of paintings make it a good choice to represent my community and school. Two of these are size and variety.

I live in a small rural town and go to a small school. That is what I mean when I refer to size. You can make a painting of any size. You can leave the edges blank with an undefined border to show continual growth, because my city and school are always growing.

You can also do almost anything with a painting. There is a large variety of colors and designs you can use. My community may be similar to other places, and needs to be portrayed that way.

Student identifies a painting as his/her choice of a visual art form.

Student clearly explains "size" as a characteristic of a painting and relates that characteristic to his/her school and community (i.e., a painting with undefined borders suggests that the painting could grow in size which would represent the "continual growth" of his/her city).

Student identifies two characteristics of painting as an art form (i.e., size and variety).

Student clearly explains "variety" as a characteristic of a painting and relates that characteristic to his/her community (i.e., a painting can have a large variety of colors and designs which could be used to represent how his/her community is different from others).

Overall, student shows a strong understanding that a work of art can convey a point of view. Student chooses the art form of a painting, explains two characteristics of the art form, and appropriately relates these characteristics to his/her school and community.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts and Humanities

Sample 3-Point Response of Student Work

Student identifies a “mural, created in collage fashion” as his/her choice of a visual art form.



Student Response

A If I had to choose a form of art for my school I would probably choose a mural, created in collage fashion.

B. I would choose a mural/collage because they consist of telling a story, and putting lots of parts together to make a whole. Our school has lots of different people, stories, interests, and personalities. Separately, they would create an exciting, unique piece of art.



Student names two characteristics of a “mural/collage” (i.e., “telling a story,” and “putting lots of parts together to make a whole”) and explains how these characteristics would make this art form a good choice for representing the school and its character. Student’s explanation focuses more on the second characteristic than on the first, and lacks some clarity.



ANNOTATED STUDENT RESPONSE

Grade 8 Arts and Humanities

Sample 2-Point Response of Student Work

Student Response

I'm in charge of buying a work of visual art for your middle school that will represent the characters of the school that will represent the characters of the school and the community it serves. Anybody can see it.

A. The art form that I'd choose is a collage.

B. I chose this because the collage art form shows the variety of stuff you can do at Graves County Middle School, the happy faces and the activities students participate in. This would be good to represent are school because people in are school are happy and try hard, we participate in a lot of activities in school and out of school.

Collages can a ton of stuff that you put together to make a masterpiece and if your schools like ares you just can't leave something out.

Student identifies a collage as his/her choice of a visual art form.

Student names one characteristic of a collage (i.e., it "shows the variety of stuff you can do" at the school) and clearly explains how this characteristic would make a collage a good choice for representing the school and its character.

Sample 1-Point Response of Student Work

Student Response

A. I would have sculptures that kids have made.

B. I think sculptures would be good because it would show the other students, teachers, and parents how good they can really do if they put there mind to it. Another way it would be good is to know how good you can be at carving things. Another is to help build your incourage-ment on one another and your-self.

Student identifies sculpture as his/her choice of a visual art form.

Student explains why "sculptures that kids have made" are a good choice of representing the school. Student's explanation includes a reference to "carving things" which indicates some knowledge of one characteristic of sculpture.



INSTRUCTIONAL STRATEGIES

Grade 8 Arts and Humanities

The open-response item “School Art” assesses students’ understanding that (1) different visual art forms (e.g., painting, collage, sculpture, ceramics) have different characteristics, and (2) different art forms can be used to communicate different ideas, feelings, experiences, and stories. The instructional strategies below present ideas to help students explore and master these concepts.

Review with students the different types of visual art forms such as painting, collage, sculpture, and ceramics. Discuss with students the characteristics or qualities that distinguish one visual art form from another. Show students examples of each type of art form.

Have various artists representing the different visual art forms come to the class and speak about their art form and why they chose that particular art form over the others.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Look at a painting, collage, sculpture, and ceramic work that all have the same theme. Compare how the different art forms express this theme. Or, choose the art form that you think best expresses this theme and explain why.
- Select a visual art form that would best express each of the following themes: anger, loneliness, happiness. Explain your selections. If possible, create a visual artwork that expresses one of the themes. Compare your selections, explanations, and artwork with those of one or more students.
- Look at different paintings of a variety of landscapes (e.g., urban, country, forest, desert, tropical). Select one painting and describe how a sculpture might be created to represent the landscape shown.
- Look at different reproductions or photographs of a variety of abstract sculptures. Select one sculpture and describe how a painting might look that represents the same feelings or ideas communicated by the sculpture.
- Identify a contemporary issue or event. Choose a visual art form that could be used to represent that issue or event and explain why. Create a work of art using the visual art form you selected to represent the issue or event.
- Create a collage that communicates an idea, feeling, experience, or story. Show your collage to other students and ask them to identify the idea, feeling, experience, or story that you are communicating through the collage. If they do not guess correctly, ask them to explain their responses.